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ABSTRACT

This manual contains a work sample intended to assess a handicapped student's interest in and to screen interested students into a training program in Distributive Education I. (The course is based on the entry level of a bagger job.) Section 1 describes the assessment, correlates the work performed and worker traits required for completing the work sample, and lists related occupations and DOT codes. Instructions to the evaluator are provided in the next section. The conditions and administration equipment are detailed, and the set-up and breakdown procedures are illustrated. Section 3, on administration, provides a student orientation including student material with an explanation and illustration of equipment and/or procedures. This section also contains instructions for task procedures actions to be taken, as well as post sample interview topics. Section 4 explains the method of scoring and provides forms. Section 5 lists technical data (norms, reliability, validity) to be included in a supplement to this manual. Contents of the section on maintenance and construction include information on tool and equipment maintenance, a materials list (equipment, source, price), and assembly instructions. Section 7 cites references. An appendix defines terms. (YLB)

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BAGGER

Work Sample

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I. INTRODUCTION

A. Assessment Description

The Bagger Work Sample is intended to assess a student's interest in and screen interested students into a training program in Distributive Education I. This course is 36 weeks in length and is based upon the entry level of a Bagger job (DOT-920.687-014).

The job of Bagger falls within the packaging occupations (920) Occupational Group Arrangement and Attendant Services Work Trait Group (09.05).

It should be kept in mind that following are the various activities and worker traits that are associated with a Bagger. Most of these activities and worker traits would also be required of a student working in a Distributive Education I Course.

The work performed and Worker Traits required for completing the Bagger Work Sample are as follows: (See Appendix for definition of terms)

WORK PERFORMED	WORKER TRAITS REQUIRED	
1. Reviews purchased goods for bagging	GED	2
	SVP	1
	APT	G-4, V-3, N-4, S-4, P-5, Q-5 K-4, F-4, M-4, E-5, C-5
	WA	3
	WS	4
	PD	L, 4, 5, 6
	WC	I
2. Puts groceries in grocery bags.	GED	2
	SVP	1
	APT	G-4, V-3, N-4, S-4, P-4, Q-5, K-4, F-4, M-3, E-5, C-4
	WA	2, 3
	WS	4
	PD	L, M, 4
	WC	I
3. Lifts grocery bags into grocery basket	GED	1
	SVP	1
	APT	G-4, V-4, N-4, S-4, P-4, Q-5 K-4, F-4, M-3, E-5, C-4
	WA	2, 3
	WS	4
	PD	L, M, 4, 5, 6
	WC	I
4. Replenishes grocery bag supply as needed	GED	2
	SVP	1
	APT	G-4, V-3, N-4, S-4, P-4, Q-5 K-4, F-4, M-3, E-5, C-4
	WA	2, 3
	WS	4
	PD	L, M, 4, 5, 6
	WC	I

B. *Related Occupations*

Bagger Work Sample

DOT description

BAGGER (920.687-014)

Related Occupations	*DOT Code*
BAGGER (CLEANING, DYE AND PRESS; GARMENT: LAUNDRY)	920.687-018
BAGGER (ANY INDUSTRY)	920.587-018
BAGGER (FABRIC, PLASTICS PROD.)	553.685-014
BAGGER (HOSIERY)	582.687-010
BAGGER, MEAT	525.587-014

II. INSTRUCTIONS TO THE EVALUATOR

A. Work Sample Conditions

The Bagger Work Sample is to be administered indoors with little or no noise from neighboring areas. Good lighting is required. The sample involves medium work, and must be performed by a person with both hands or one who has equivalent manual and finger dexterity from a chair or wheelchair. This Work Sample was designed to allow the evaluator to be able to determine whether the student had the necessary skills to successfully pass a Distributive Education I Course in a high school. The Work Sample is not physically hazardous in any way, and requires no safety precautions should be adhered to regarding Occupational Safety and Health Act requirements as well as those safety factors which may be encountered in local industry and unique job requirements.

B. Administrative Equipment

The following equipment is required prior to administration:

Evaluator Equipment:

- Stopwatch
- Manual for the Baggers Work Sample
- Task observation sheet
- Table (4 ft. X 8 ft)

Student Equipment:

- Grocery basket
- Grocery bags
- Variety of groceries

C. Setup and Breakdown

The correct setup for the Baggers Work Sample is as follows:

The student stands at the end of the table. The evaluator places all of the groceries on the table and the grocery basket is positioned to the left of the table just opposite the student.

While giving instructions and pointing out Work Sample parts, the evaluator stands to the right of the student so as not to obstruct the student's view of the Work Sample. No alterations are required for wheelchair persons. See Fig. 1.

When the Work Sample is completed, the Evaluator inspects and scores the work done by the student. The work sample is broken down according to the Evaluator's instructions.

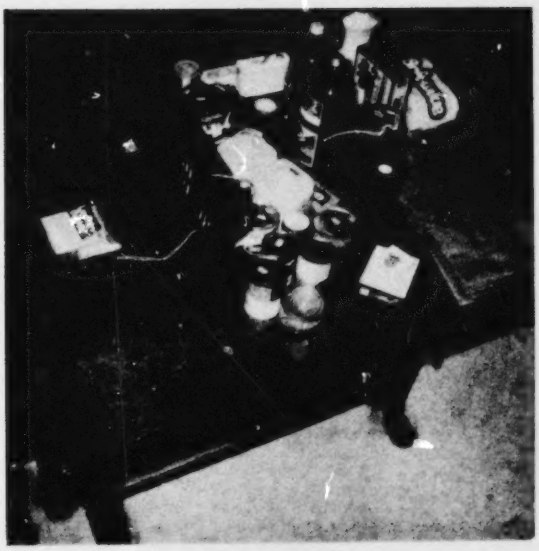

FIGURE 1 11

Timing Procedures:

The Work Sample is timed from the moment the student signifies he understands the instructions and indicates that he is ready to begin bagging the groceries, until he has placed the last grocery in the bag and places the filled bags in the basket, and indicates that he is finished. He should also check to see if he needs more grocery bags.

Quality Checks:

Quality is checked by the Evaluator through visual discrimination to assure that the groceries are bagged correctly. Correctly bagged groceries should contain the following:

- Frozen and cold goods bagged separately.
- Canned goods placed at the bottom of the grocery bags.
- Perishables and crushables placed at the top of the bags or bagged separately.
- Grocery bags are not placed upon each other or sloppily in grocery basket.

III. ADMINISTRATION

A. Student Orientation

Read or paraphrase the following information to the student:

> The Work Sample that you are going to do is called the Bagger Work Sample. The work you will be doing on this Work Sample is like the work that baggers do in the Retail trade industry.
>
> On this work sample, you will review the purchased groceries and then place them in the grocery bags. You can bag all the groceries first and then place them in the grocery basket or place them in the grocery basket as each grocery bag is filled.
>
> Your job on this Work Sample will be to place the groceries in the grocery bags as accurately as you can.
>
> Please read all instructions carefully before starting to work.
>
> I will show you how to do the work in a minute, but first, do you have any questions?

B. Instruction and Demonstrations

Sighted population

STATEMENT	ACTION
Your job is to bag all of the groceries so that they will not be damaged while they are transported.	Point to the groceries that are on the table.
Look over all of the groceries observing the perishables, heavy items, cold or frozen goods.	Point to these specific items.
Take a grocery bag, open it and place it on the table.	Show student where the bag should be placed.
Put the groceries in the grocery bag.	Demonstrate this.
Put filled grocery bag in grocery basket. Determine if more grocery bags are needed and replenish if necessary.	Demonstrate this.
When you are finished, inform the Evaluator. Do you understand the instructions? Go ahead and begin.	

After I have finished scoring your work, you may remove all of the groceries from the grocery bags, fold the bags and put all of the groceries in the boxes. Thank you.

If the student showed an interest and potential for the work that he did in the Bagger Work Sample, a discussion of the Distributive Education curriculum should follow.

Post Sample Interview Topics

1. Did you like working on this work sample?
2. Would you enjoy working as a bagger in a supermarket?
3. What did you like least (or most) about this Bagger Work Sample?
4. Did you experience any difficulty in working on this Work Sample?
5. Do you need more information about the Distributive Education I Course? (D.E.I.)

If you take the D.E.I. course offered next year and you pass the course, baggers are hired by several grocery stores and supermarkets located in this general vicinity. Many of these stores and markets are within a short drive from here and many are within walking distance from here. A bagger earns, to start, the minimum wage but he can also receive merit increases, depending on how well he does.

IV. SCORING

A. Explanations

1. Method of scoring

Productivity will be measured and assessed by comparing total time spent in completing all parts of the work sample. This total time will be compared with those times indicative of students with similar special needs.

Quality will be assessed by the total number of errors made. An error will be assessed by the student's failure to complete any task successfully that he is asked to do, such as:

- Improperly bag the goods such as putting a heavy item over a perishable one.
- Improperly place bag in grocery basket.
- Improperly reviewed purchased goods.
- Improperly replenished grocery bags.

2. Work Performance factors to be observed;

- Student able to follow verbal instructions accurately, (or)
- Student able to read and interpret instructions.
- Student able to manipulate groceries.
- Student able to perform tasks required properly.

B. Forms

Task Observation Record

School_____

BAGGER WORK SAMPLE

Task Observation Record

Critical Errors (3 points each)

_____1. Placed heavy item on perishable or damageable goods.

_____2. Ripped grocery bag.

_____3. Dropped grocery bag.

_____4. Dropped or damaged goods.

_____5. Placed grocery bag on another grocery bag in cart.

_____6. Could not pick up grocery bag and place it correctly.

_____7. Did not discriminate frozen foods from others.

_____8. Did not separately bag frozen goods.

Observational explanation for 1 through 8

Task Quality Errors (1 point each)

____1. Did not open grocery bag fully.

____2. Dropped can goods on table.

____3. Left one or more items on table (1 point per item)

____4. Did not check to see if grocery bags needed replenishment

Observational explanations for 1 through 4

Put additional comments and observations below.

_____ Critical errors

_____ Task quality errors

_____Min_____Sec Total time

_____ Date taken

_____ Evaluator

_____ Student

V. TECHNICAL DATA

A supplement to this manual is being developed at the time of this printing. It will include:

1. Norms
2. Reliability, test-retest studies
3. Validity
   a. Content validity - established through the Course Analysis based on methods suggested by U. S. Dept. of Labor Analysis techniques.
   b. Predictive Validity
      To be established through follow-up studies of students previously tested.

VI. MAINTENANCE AND CONSTRUCTION

A. Maintenance

After each administration:

- Evaluator should see that all materials and equipment are returned to their proper places.

B. Materials List

Equipment

Table (4 ft. X 8 ft)

Grocery cart or similar

The table should be available in any school building.

The grocery basket and grocery bags are available at most supermarkets

Sufficient amount of groceries.

C. Assembly Instructions

Prior to the student starting the Bagger Work Sample, the evaluator must put all the groceries on the table.

The grocery bags are placed to the bagger's right and the grocery basket to his left.

VII. REFERENCES

Korn, T. (ed.) A Work Sample Style Manual. Interface No. 10. Menomonic, WI.: Research and Training Center, University of Wisconsin - Stout, 1976.

United States Department of Labor, Dictionary of Occupational Titles, 3rd Edition. Washington, D. C.: United States Government Printing Office, 1965.

Handbook for Analyzing Jobs, Washington, D. C.: United States Government Printing Office, 1972.

Occupational Outlook Handbook, 1970-71 Edition. Washington, D. C.: United States Government Printing Office, 1970.

APPENDIX

Definition of Terms

GED - Is the general level of learning and reasoning acquired through schools, experience and self study. There are six GED difficulty levels, ranging from (6) the most difficult to (1) the simplest.

SVP - Is the special vocational preparation and training in terms of the total time required to prepare for an occupation. It ranges from SVP 1, short demonstrations only, to SVP 9, over ten years.

APT - Refers to aptitudes, which is the quickness and ease with which you can learn to do something. Aptitude definitions are included on a separate page in this manual.

WA - Work Activities:

1. Dealing with things and objects.
2. Involving business contacts.
3. Of a routine, definite, organized nature.
4. Involving direct personal contact to help or instruct others.
5. Resulting in recognition or appreciation from others.
6. Involving the communication of ideas and information.
7. Of a scientific and technical nature.
8. Involving creative thing.
9. Involving processes, methods or machines.
10. Involving working on or producing things.

WS - Work situations are the conditions under which the work involved in any occupation takes place. There are ten types described and they have been related to the 66 Worker Trait Groups in the Guide for Occupational Exploration. They are:

1. Performing duties which change frequently.
2. Performing duties of a routine nature.
3. Planning and directing an entire activity.
4. Dealing with people.
5. Influencing peoples opinions, attitudes, and judgements.
6. Working under pressure.
7. Making decisions using personal judgement.
8. Making decisions using standards that can be measured or checked.
9. Interpreting and expressing feelings, ideas, or facts.
10. Working within precise limits or standards.

PD - Physical Demands are the physical requirements of an occupation and are described in six areas as follows:

1. Lifting, carrying, pushing and/or pulling.
2. Climbing and/or balancing.
3. Stooping, kneeling, crouching, and/or crawling.
4. Reaching, handling, fingering, and/or feeling.
5. Talking and/or hearing.
6. Seeing.

WC - Working Conditions are the physical surroundings of a worker in a job. The DOL lists six different types as follows:

1. Inside or outside.
2. Extremes of cold plus temperature changes.
3. Extremes of heat plus temperature changes.
4. Wet and humid.
5. Noise and vibrations.
6. Hazards.

Aptitudes are rated on a scale of 1 - Highest to 5 - Lowest as follows:

1 - Top 10% of the population
2 - Top third not including the top 10%
3 - Middle third of the population
4 - Lowest third not including lowest 10%
5 - Lowest 10%

The following are the definitions of the aptitudes:

G - General Learning Ability - The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgements. Closely related to doing well in school.

V - Verbal Aptitude - The ability to understand meaning of words, and to use them effectively. The ability to comprehend language, to understand relationships between words and to understand meaning of whole sentences and paragraphs.

N - Numerical Aptitude - Ability to perform arithmetic operations quickly and accurately.

S - Spatial Aptitude - Ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.

P - Form Perception - Ability to perceive pertinent detail in objects or in pictorial or graphic materials. Ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Q - Clerical Perception - Ability to perceive pertinent detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation. A measure of speed of perception which is required in many industrial jobs even when the job does not have verbal or numerical content.

K - Motor Coordination - Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and swiftly.

F - Finger Dexterity - Ability to move the fingers, and manipulate small objects with the fingers, rapidly and accurately.

M - Manual Dexterity - Ability to move the hands easily and skillfully. Ability to work with the hands in placing and turning motions.

MR - Mechanical Reasoning - The ability to understand mechanical principles (pulleys, gears, etc)

E - Eye-Hand-Foot Coordination - Moving the hands and feet together in response to visual signals or observations.

C - Color Discrimination - Seeing likenesses or differences in colors or shades. Identifying or matching certain colors. Selecting colors which go well together.